



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

August 29, 2019

Jeff Hauswald  
Kokomo Sch Corp: #3500  
1500 S Washington St  
Kokomo, IN 46902

Dear Jeff Hauswald,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Bon Air Elementary School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$20,124.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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**Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	Kokomo Comm. Schl Corp.	<b>Corp #</b>	3500
<b>School</b>	Bon Air Elementary School	<b>School #</b>	2945
<b>Superintendent Name</b>	Dr. Jeff Hauswald	<b>Email</b>	<a href="mailto:jhauswald@kokomo.k12.in.us">jhauswald@kokomo.k12.in.us</a>
<b>Title I Administrator Name</b>	Dr. Dorothea Irwin	<b>Email</b>	<a href="mailto:dirwin@kokomo.k12.in.us">dirwin@kokomo.k12.in.us</a>
<b>Principal</b>	Dr. Paula Concus	<b>Email</b>	<a href="mailto:pconcus@kokomo.k12.in.us">pconcus@kokomo.k12.in.us</a>
<b>Telephone</b>	(765) 454-7030		
<b>SY 2019-2020 Allocation</b>	<b>\$20,124.00</b>		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
<b>Federal Agency:</b>	U.S. Department of Education
<b>Pass Through Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00190015A



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**Instructions:** Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Paula Concus	Principal
Ms. Mary Madden	Teacher
Ms. Terri Helms	Teacher
Ms. Marissa Stephan	Teacher
Mrs. Jenny McKee	Academic/ Behavior Facilitator
Mrs. Susan Alexander	Instructional Paraprofessional
Ms. Cathy Hart	Secretary
Dr. Dorothea Irwin	ASC

**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/8/2019
Title I Administrator Signature:		Date:	7/8/2019
Principal Signature		Date:	7/8/2019





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**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	26.00%	40%	<b>20%</b>	50%	17.4 %	55%	42%	60%		65%	
Percent of students proficient on ISTEP (ELA) (3-8)	41.20%	60%	<b>30.2%</b>	65%	29.3%	70%	38%	75%		80%	
Percent of students proficient on ISTEP (Math) (3-8)	31.00%	50%	<b>24%</b>	60%	25%	65%	48%	70%		75%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	46%	70%	68.9%	70%	69.1%	75%	67.3%	80%	<b>67.27%</b>	85%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	77400	77400	77400	77400	77400	77400	77400	77400	<b>77400</b>	77400	
2. Number of daily minutes of math instruction	90	90	90	90	90	90	90	120	<b>120</b>	120	

3. Number of daily minutes of ELA instruction	90	120	90	120	90	120	120	120	<b>120</b>	120	
4. Student attendance rate (must be % between 0 and 100)	94.94%	95.00%	95.36%	96.00%	94.6%	96.5%	94.74%	97%	<b>94.47%</b>	97.5%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	0	0	0	0	0	0	0	0	<b>0</b>	0	
6. Expanded Learning Time (total number of hours offered)								150	<b>332</b>	600	
7. Number of discipline referrals	343	250	220	175	345	150	472	110	<b>353</b>	75	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--14 EXP--0	SUS--10 EXP--0	SUS--23 EXP--0	SUS--10 EXP--0	SUS--36 EXP--0	SUS--10 EXP--0	SUS-98 EXP-0	SUS--10 EXP--0	<b>SUS--78 EXP--0</b>	SUS--10 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-0- EFF--20 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--10 HEFF--13	IN--1 IMP--1 EFF--6 HEFF--15	IN--0 IMP--0 EFF--7 HEFF--13	IN--0 IMP--1 EFF--5 HEFF--17	IN-- IMP-- EFF-- HEFF--	<b>IN-- IMP-- EFF-- HEFF--</b>	IN--0 IMP--0 EFF--14 HEFF--14	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	95.00%	95.50%	95.00%	96.00%	94%	95%	95%	96%	<b>95.65%</b>	95%	
11. Teacher retention rate (must be a % between 0 and 100)	77.77%	90.00%	91.60%	90.00%	92.31%	90%	95%	90%	<b>92.3%</b>	90%	



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**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

**SIOT Analysis: Bon Air Elementary School**

**Strengths:**

- Maintaining strong partnerships within leadership team, and teaching staff
- Maintain a focused vision for school improvement
- Building student ownership of behavior data throughout school year
- **Bon Air Elementary earned a letter grade B based on spring 2018 ISTEP+ scores**
- Teachers have stepped into leadership roles, e.g., participation and leading the RTI and PBIS teams
- As a staff, we have become more focused on understanding and teaching IN Academic Standards
- Priority standards are identified and aligned with ILEARN for SY 2019-2020
- Staff has safe, strong relationships with students as evidenced by interactions throughout the day
- Our staff is proud of our school
- Parent participation has increased, along with communication to parents through newsletters, social media, school-home contacts
- Students reported that our school is "good, awesome, fun, friendly, nice, cool, fine, and amazing" during interviews conducted through the CNA-SIP process

**Areas of Improvement:**

- Continue to build teacher capacity and confidence to reflect and review using data and develop professional development videos of best practices
- Hone practices of data informed instruction and have more meaningful dialogue among teachers
- **Continue to refine the coaching cycle and provide meaningful feedback to teachers**
- Review how supplemental staff are utilized to maximize learning time during the day (i.e., paras)
- Continue to build positive relationships with parents and community to support our students and staff
- Continue to build students' ownership of both academic and behavioral data

**Opportunities:**

- Curriculum development paves the way for developing scales and common formative assessments
- Increase parent and family engagement
- **Continue school improvement work with Bon Air Middle School and Pettit Park through the Transformation Zone; develop stronger, consistent systems of support within the district, for example continue growing in our professional learning communities**
- **Change current perceptions of Bon Air Elementary through narratives on social media and continued academic improvement**

**Threats:**

- Ensure a balance between the autonomy a SIG school needs to have to make necessary changes for students and keep within the vision the district has established
- Balance the high-poverty and mobility of students
- Retain teachers moving forward in SIG
- Mobility is a concern, with 55% of our students here for 162 days this school year
- 

**Projected Outcomes for SY 19-20**

- Implement curriculum; complete scales and common formative assessments
- Implement and utilize data tools to drive dialogue with teachers and staff about instruction, especially during teacher collaboration (PLC) time
- Continue to focus on best instructional practices in the classroom and share with each other through collaboration and professional video sessions
- Develop student ownership/ tracking of both behavior and academic data

**Part 6: SIG Implementation SY 2019-2020**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i><b>SAMPLE:</b> Increase learning time</i>	<i><b>SAMPLE:</b> Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i><b>SAMPLE:</b> Multiple Phases (Multiple Quarters)</i>	<i><b>SAMPLE:</b> \$5,000 - Stipends</i>	<i><b>SAMPLE:</b> The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action A: Principal involves administrative leadership team in conducting building -wide observations of at least 10 minutes to ensure instructional and alignment with standards-based curriculum and student engagement (Principal)</p> <p>Action B: Continue implementation of Tier II support for ELA and Math (Principal)</p> <p>Action C: Analyze formative assessments with the Data Review Cycle (Principal)</p> <p>Action D: Establish a calendar of events for staff and parents (Principal)</p>	Multiple Phases (Multiple Quarters)	\$0	<p>Action A: The principal, with support from instructional coaching staff, will conduct walk-throughs and offer feedback to staff through a coaching cycle process. The focus of the feedback will be instructional practices that support the goals of the program</p> <p>Actions B-C: ELA and math data will be reviewed regularly with staff to ensure that students are identified and provided differentiated opportunities as needed. Formative assessments will be developed to align with updated curriculum maps and priority standards</p> <p>Action D: A calendar of events for both professional learning opportunities and family engagement activities will be developed early in the school year</p>
	<b>Action E: Continue Principal/Mentor cycle with regular consultation between principal and outside mentor.</b>	<b>Multiple</b>	<b>\$0</b>	<b>Action E: Principal and Mentor will continue contact both via phone/email and in person.</b>

Develop Teacher Effectiveness	Action F: Partnership with Teach Plus to provide training to teachers regarding PLC implementation (Principal)	Multiple Phases (Multiple Quarters)	\$6,700	Action F: Teach Plus will support the refinement and sustainability of professional collaboration time. Evidence of implementation will include notes, agendas, student academic data reports, and non-evaluative walkthrough data
Implement Comprehensive Instructional Reform Strategies	Action G: A Reading Intervention Teacher will work with students throughout the day to provide additional support to struggling readers (Principal)	Multiple Phases (Multiple Quarters)	\$10,740/ \$2,684 partial salary and benefits	Action G: Students will participate in on-going progress monitoring. The academic performance of students who receive additional time and support will be tracked through on-going progress monitoring and compared to non-intervention students to determine the effectiveness of services
Increase Learning Time	Action H: Students will benefit from an extended day and school year, funded through the Kokomo Transformation Zone (Principal, TZ Director)	Multiple Phases (Multiple Quarters)	\$0	Action H: There will be increases in benchmark data throughout the school year due to extended time for all students and in both proficiency and growth on the spring 2020 ILEARN assessment
Create Community-Oriented Schools	Action I: Bon Air Elementary will host parent events throughout the school year to welcome students and their families and develop positive, working relationships with parents as partners (Principal, staff)	Multiple Phases (Multiple Quarters)	\$0	Action I: There will be an increase in the number of parents who attend at least one school-sponsored event from the prior year
Provide Operational Flexibility	Action J: Principal recommendation for open staff positions and create master schedule with time for intervention (Principal)	Phase One (First Quarter)	\$0	Action J: Principal will report perceived flexibility throughout the school year and during an end-of-year survey
Sustain Support	Action K: The principal will conduct regular check-ins with LEA and key school staff to ensure SIG commitments are met and anticipated student academic achievement is on goal to meet its spring ILEARN targets (Principal)	Multiple Phases (Multiple Quarters)	\$0	Action K: A calendar and reporting system will track each progress check and identify actions steps

**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

*Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.*

Bon Air Elementary students will create an end-of-year document or video that highlights the work our staff and students. Events such as collaboration, classroom projects, and parent activities (for example) will be included. By retaining strong administrators and teacher leaders, focusing on our teaching practices, and strengthening engagement for our students, we will meet our spring 2020 ILEARN goals for students to achieve 75% passing rate in ELA and 70% passing rate in Math.

[Bon Air Elementary Tech Academy Outcome Artifact 18-19](#)

**Part 8: Budget SY 2019-2020**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.





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The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/8/2019
Title I Administrator Signature:		Date:	7/8/2019
Principal Signature		Date:	7/8/2019

## SIG T003g Budget SY 2019-2020

**Complete the budget below:**

[illegible]

Indirect Cost Rate %:

2.11

**Subtract the amount above \$25,000 (per individual contracted service) from your total budget:**

Total after deducting Property:	<b>\$ 20,124.00</b>
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Total Available for Indirect Costs:	\$ 424.62
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Amount of Indirect Cost to be used:	\$ -
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<b>Grand Total After Indirect Cost:</b>	<b>\$20,124.00</b>
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## Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Professional Services	Other Purchase Services (travel, communication)
(\$6,700) Teach Plus	

### SIG Staffing

**Instructions: Complete the SIG Staffing information below**

[illegible]